**Public Policy 201/PS 325:**

**Systematic Thinking About Problems of the Day**

**Winter 2023**

**MW 4:00-5:20 pm in 1120 Weill Hall**

Professor Richard L. Hall

rlhall@umich.edu

4130 Weill Hall / 763-4390

Office Hours: Tues. 2:00-4:00 & by appointment

GSIs:

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Public policy is a valuable but imperfect means to improve the world in which we live. The premise of policy analysis is that we cannot improve what we don’t understand. How does the part of the world we care about work? What aspects of it can we and should we change? And what is the best way to do that? Answering these questions is inherently difficult. It requires systematic thinking about the values that public policy should serve and the application of social science theory, evidence, and methods. This course will introduce students to the study of public policy through five modules on different policy topics taught by different professors: public health, money in politics, global poverty, racial inequality, and threats to democracy. Each module emphasizes constructive dialogue and disagreement as a tool to improve the quality of public policy discourse. Attendance and participation are thus important to your success in the course, both lecture and discussion sections.

**Course Objectives:**

1. To learn concepts and theories useful in thinking about complex social problems from a policy perspective.

2. To develop skills in evaluating social science research and other evidence to make policy arguments.

3. To develop skills in analyzing issues of equity, fairness, and freedom in public policy.

4. To develop skills in crafting, articulating and debating policy ideas and evidence with others, including those whose perspectives and opinions differ from your own.

**Course Materials**

With the exception of the book below, materials and information pertinent to each module will have links embedded in the syllabus or posted on the Canvas site in advance of their required use, though an addition or deletion may occur along the way. Those will be announced via Canvas.

**Book for Purchase:** Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, New York: Broadway Books/Penguin Random, 2018.

**Note:** Class slides will sometimes be posted before and sometimes after the class in which they are used. *Students should check the Canvas site frequently.*

**iClickers:** Some professors may be using iClickers, so *you must enroll in our iClicker course. View this document for more information:*

[iClicker Cloud Student Guide (LSA) Winter 2023](https://docs.google.com/document/d/1JWGiT8gAD4-fNbq8j41xh1A-ruXlS_x7mwnOpkmN7Do/edit#heading=h.gjdgxs)

**Requirements**

**Readings:** The readings for each class should be read *before* class. We realize that professors often say this, but this course moves from topic to topic fairly quickly, so students who do not keep up are apt to get lost. If you are finding yourself falling behind please reach out to your GSI earlier rather than later so they can help you stay on track.

**Exams (70%)**: Two exams will be given. (See schedule below.) The exams will cover material from readings, lectures (including guest lectures), and sections. The second exam only covers material from the second half.

Note: We allow make-up exams only for reasons of health, family emergency, religious holidays, or off-campus events in which you are officially representing the university. You must provide notification as far in advance of the exam as possible and corroboration of a legitimate reason for your absence. Failure to do so will result in ineligibility to take the exam or a grade penalty.

**Policy Memo (15%)**: This assignment will be described in a separate document.

**Attendance & Participation** in discussion section: **(15%)**.

**Note:** There will be no extra credit opportunities.

## Other Important Matters:

*Ford School Inclusivity Statement****:*** Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

* share their unique experiences, values and beliefs
* be open to the views of others
* honor the uniqueness of their colleagues
* appreciate the opportunity that we have to learn from each other in this community
* value one another’s opinions and communicate in a respectful manner
* keep confidential discussions that the community has of a personal (or professional) nature
* use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

*Classroom Expectations/Etiquette:* We will be engaging in discussions and debates about important societal and political issues in this course. We may well have contrary opinions and perspectives. But as the above Inclusivity Statement implies, it is not appropriate to personalize differences of opinion or engage in rude, insulting, or hostile behavior during our debates or outside of class. Ad hominem arguments – those aimed at a person rather than the position or perspective they hold – are not acceptable in the professional world nor in this course. The goal is to discover where we disagree and, in turn, to participate in lively, respectful, and productive exchanges. If you feel uncomfortable with any aspect of a class discussion, please reach out to Professor Hall, your GSI, or a member of the Ford School Student Services staff.

*Ford School Public Health Protection Policy*: In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found [here](https://healthresponse.umich.edu/). It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19.

*Student Mental Health and Wellbeing:* The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students’ academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access counselors and urgent services at Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the University Health Service and through CAPS.

*Accommodations for Students with Disabilities:* If you believe you need an accommodation for a disability, please reach out to U-M Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations and how to communicate about your accommodations with your professors. Any information you provide will be treated as private and confidential.

*Academic Integrity:* The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one’s own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the MPP/MPA, BA, and PhD Program handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: [8. Rackham Academic and Professional Integrity Policy - Rackham Graduate School: University of Michigan (umich.edu)](https://rackham.umich.edu/academic-policies/section8/#112)

*Use of Technology:* Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at: <https://intranet.fordschool.umich.edu/academic-expectations>

**Overview of Course Schedule**

**Jan. 4: Introduction**

**Jan. 9: Values in Public Policy (Hall)**

**Jan. 11-25: Module 1: Public Health Policy (Lantz)**

**Jan. 30-Feb. 1: Evidence-Based Policy? (Hall)**

**Feb 6-15:          Module 2: Money in Politics (Hall)**

**Feb. 20: Guest Speaker**

**Feb. 22: First Exam**

**Feb. 25-Mar. 5: Spring Break**

**Mar. 6-15: Module 3: Global Poverty (Yang)**

**Mar. 20-29: Module 4: Race, Gender, and Employment Policy (Silva)**

**April 7: Policy Memo due 5:00 p.m.**

**Apr. 3-12:   Module 5: Imperiled Democracy (Hall)**

**Apr. 17: Catch-up and Conclusion**

**April 24: Second Exam: 1:30-3:30 p.m. (1120 Weill Hall)**

 **Note: Second exam only covers material since the first exam.**

**Class Schedule and Readings**

**Readings not online will be available on the Canvas course site.**

**Note:** Starred items are required. Unless otherwise stated, you are expected to read the entire source. Unstarred items are optional, to be read depending on your time and interests.

**Jan. 4:** **Introduction (Hall)**

**Note: There will be section meetings the first week (Jan. 6th)**

**Jan. 9: Values and Evidence in Public Policy (Professor Hall)**

\*Danielle Ellen, “Liberty and Equality Aren’t Mutually Exclusive,” *Washington Post*, October 17 2014.

<https://www.washingtonpost.com/opinions/liberty-equality-arent-mutually-exclusive/2014/10/17/d9df36ba-55fb-11e4-809b-8cc0a295c773_story.html>

\*Michel Martin, “Bioethicist On Libertarian Views Toward Face Mask Laws,” *National Public Radio,* July 19, 2020

<https://www.npr.org/2020/07/19/892855760/bioethicist-on-libertarian-views-toward-face-mask-laws>

**Module 1. Public Health Policy**

**Paula M. Lantz, PhD, MS**

**James B. Hudak Professor of Health Policy**

**Professor of Public Policy**

**Professor of Health Management and Policy**

January 11-25

This module provides an introduction to public health policy, with a focus on how policy in this area often focuses on interventions at the community and population level rather than individual level. In this module, we will cover core principles of public health and the socioecological model, foundations of public health law in the U.S., important issues in justifying public health interventions that intrude upon personal freedom and private markets, and the important role of social equity in public health as a public good. We will draw on theoretical and methodological perspectives from several disciplines including sociology, demography, and epidemiology as we discuss a number of current public health topics from a policy perspective including smoking, vaccines, COVID-19, and maternal mortality.

**Session 1 – January 11, 2023: What is Public Health?**

\*Commonwealth Fund Commission on a National Public Health System.  [*Meeting America’s Public Health Challenges.* Links to an external site.](https://www.commonwealthfund.org/sites/default/files/2022-07/TCF-002%20National%20Public%20Heath%20System%20Report-r5-final.pdf)June, 2022.

\*Centers for Disease Control and Prevention. The Social-Ecological Model: A Framework for Prevention. <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>

\*Braveman P.   [Systemic and Structural racism:  Definitions, Examples, Health Damages, and Approaches to Dismantling.](https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2021.01394)  *Health Affairs.*2022; 2: 171-78.

**Session 2 – January 18, 2023: Foundations of Public Health Law**

\*Mello MM and Parmet WE. . [U.S. Public Health Law — Foundations and Emerging Shifts (umich.edu)](https://www-nejm-org.proxy.lib.umich.edu/doi/pdf/10.1056/NEJMp2200794?articleTools=true). *N Engl J Med.* 2022; 386:805-808.

\*Canellos P, Lau J[.  The Surprisingly Strong Supreme Court Precedent Supporting Vaccine Mandates](https://www.politico.com/news/magazine/2021/09/08/vaccine-mandate-strong-supreme-court-precedent-510280).  *Politico.*September 8, 2021.

Centers for Disease Control and Prevention.   [Vaccination Laws](https://www.cdc.gov/phlp/publications/topic/vaccinationlaws.html).

**Optional**:  [8-minute podcast Links to an external site.](https://podcasts.apple.com/us/podcast/nejm-interview-prof-michelle-mello-on-individual-rights/id207118381?i=1000552753212).  Prof. Michelle Mello on individual rights and state and federal powers to regulate health matters in the United States.  *New England Journal of Medicine Interviews.*2022.

**Discussion Section – January 20, 2023:   Race, Racism, and Health Inequities**

**\*Hill L, Artiga S, Ranji U.** [Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them.](https://www.kff.org/racial-equity-and-health-policy/issue-brief/racial-disparities-in-maternal-and-infant-health-current-status-and-efforts-to-address-them/) **Kaiser Family Foundation, November, 2022.**

\*Camara Jones TEDx Talk: Allegories on Race and Racism. [Youtube, 2014](https://www.youtube.com/watch?v=GNhcY6fTyBM).

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**Session 3 – January 23, 2023: Public Health Policy  - COVID-19 and Non-Pharmaceutical Interventions (NPIs)**

\*Rose G. [Sick Individuals and Sick Populations](https://academic.oup.com/ije/article/30/3/427/736897). *International Journal of Epidemiology.* 2001; 30(3); 427-432.

\*European Centre for Disease Prevention and Control:  An Agency of the European Union. [*Non-Pharmaceutical Interventions Against COVID-19.*](https://www.ecdc.europa.eu/en/covid-19/prevention-and-control/non-pharmaceutical-interventions)  November, 2021.

\*Brosseau LM, Ulrich A, Escandon K, Anderson D, Osterholm T.  [Commentary:  What Can Masks Do? Part 1:  The Science Behind COVID-19 Protection.](https://www.cidrap.umn.edu/news-perspective/2021/10/commentary-what-can-masks-do-part-1-science-behind-covid-19-protection) University of Minnesota Center for Infectious Disease Research and Policy,  October 14, 2021.

OPTIONAL TO SKIM:  Amuedo-Dorantes C, Kaushal N, Muchow AN.  [Timing of social distancing policies and COVID-19 mortality: County-level evidence from the U.S. Links to an external site.](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8027710/)  *J Popul Econ.*2021; 34(4): 1445-72.

**Session 4 – January 25, 2023: Framework for Justifying a Public Health Policy**

\*Gostin, L. O.[Public Health Law in a New Century: Part III: Public Health Regulation: A Systematic Evaluation | Public Health | JAMA | JAMA Network (umich.edu)](https://jamanetwork-com.proxy.lib.umich.edu/journals/jama/fullarticle/192800)[.](https://umich.instructure.com/courses/545406/files) *JAMA.*2000; 283(23):3118-3122.

Two Examples to Discuss:

\*[Housing and Urban Development (HUD) Smoke-Free Public Housing  Rule. 2017.Links to an external site.](https://publichealthlawcenter.org/sites/default/files/resources/HUD-Final-Rule-Smoke-Free-Public-Housing-2017.pdf)

\*[Tobacco 21](https://www.fda.gov/tobacco-products/retail-sales-tobacco-products/tobacco-21): Federal minimum age of 21 for the sale of tobacco products, per FDA regulation.

**Jan. 30-Feb. 1. Evidence in Public Policy. (Professor Hall)**

**Jan. 30**: **What Does Good Evidence Look Like?**

\*Rossi, Peter H., Mark W. Lipsey, Gary T. Henry, *Evaluation: A Systematic Approach, 8th Edition*, pages 1-6 (top of page).

\*Aayush Malik, “The Beginner’s Guide to Causal Inference for Making Effective Business Decisions,” *Toward Data Science,* Aug 19, 2022

<https://towardsdatascience.com/the-beginners-guide-to-causal-inference-for-making-effective-business-decisions-a9c7ca64d9dd>

\*Rogers, Todd, Lucas Coffman and Peter Bergman, *Parental Involvement Overrated? Don’t Buy It*, CNN*,* May 5, 2014.

<https://www.cnn.com/2014/05/05/opinion/rogers-coffman-bergman-education-kids/index.html>

**Feb. 1: Do Policymakers Use Good Evidence?**

\*Elizabeth Suhay, “Why politicians think they know science better than scientists – and why that’s so dangerous,” *The Conversation*, February 12, 2017

<https://theconversation.com/why-politicians-think-they-know-better-than-scientists-and-why-thats-so-dangerous-72548>

\*Hank Reichman, “Gobbledygook?” Supreme Court Justices Dismiss Social Science,” *Academe Blog*, October 4, 2017, <https://academeblog.org/2017/10/04/gobbledygook-supreme-court-justices-dismiss-social-science/>

**Module 2: Campaign Finance Reform (Hall)**

Feb. 6-15:

In developing campaign finance policy, two fundamental values conflict: free speech and political equality. How much is at stake in the tradeoff? (Where do you stand?) Does money in politics actually matter very much, either in buying elections or corrupting politics? (What is the evidence?) If it does damage democracy, what policies will ameliorate the harm? (What is the evidence that they work?)

**Session 1 - Feb. 6: Campaign Finance: Free Speech and Political Inequality**

\*Jonathan Weisman and Rachel Shorey, “Fueled by Billionaires, Political Spending Shatters Records Again,” *New York Times,* Nov. 3 , 2022. <https://www.nytimes.com/2022/11/03/us/politics/midterm-money-billionaires.html>

\*Kahn Academy, *Campaign Finance* (short video)

<https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-political-participation/us-gov-campaign-finance/v/campaign-finance>

*\*Citizens United v. the FEC*. Excerpts from Majority Opinion. Read pages 1-4, 20-25, 40-45.

\*Justice John Paul Stevens, *Citizens United v. FEC* (2010), excerpts from dissenting opinion., pages. 1-10.

\* Levy, Robert *Campaign Finance Reform: A Libertarian Primer*, Cato Institute, January 28, 2010 <https://www.cato.org/publications/commentary/campaign-finance-reform-libertarian-primer>

**Session 2 -- Feb. 8. Does Money Buy Elections or Corrupt Politicians?**

\* Koerth-Baker, Maggie, *How Money Affects Elections*,FiveThirtyEight*,* September 2018.<https://fivethirtyeight.com/features/money-and-elections-a-complicated-love-story//>

\*Koerth-Baker, Maggie, *Everyone Knows Money Influences Politics… Except Scientists*, Five Thirty Eight, June 4, 2019.

<https://fivethirtyeight.com/features/everyone-knows-money-influences-politics-except-scientists/>

\* Kalla, Joshua and David E. Broockman, "Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment," *American Journal of Political Science*, 60:3, July 2016, pp. 545–556. (Read entire article.)

**Session 3 -- Feb. 13: Public Financing: Leveling Up Rather than Leveling Down**

\*McElwee, Sean, Brian Schaffner, and Jesse Rhodes, *Whose Choice, Whose Voices: The Distorting Influence of the Political Donor Class in Our Big-Money Elections*, Demos, 2016, pages 1-7, 10-18. <https://www.demos.org/sites/default/files/publications/Whose%20Voice%20Whose%20Choice_2.pdf>

\*Hasen, Richard, *Plutocracy United*, pp. 84-93.

\*Kliffsarah, Sarah, *Seattle’s radical plan to fight big money in politics: Swamp it with little money*, Vox, Nov 5, 2018.

<https://www.vox.com/2018/11/5/17058970/seattle-democracy-vouchers>

**Session 4 -- Feb. 15: Dark Money Disclosure and Coordination Reform**

\**What is Dark Money: 5 Questions Answered*, The Conversation. December 25, 2019.

<https://theconversation.com/what-is-dark-money-5-questions-answered-118310>

\*Massoglia, Anna and Karl Evers-Hillstrom, *‘Dark money’ topped $1 billion in 2020, largely boosting Democrats.* OpenSecrets.org, March 17, 2021.

<https://www.opensecrets.org/news/2021/03/one-billion-dark-money-2020-electioncycle/>

\*Wang, Eric, *Staring at the Sun: An Inquiry into Compulsory Campaign Finance Donor Disclosure Law*, Cato Institute*,* December 14, 2017. **NOTE: Read only**: opening paragraphs, "Introduction," and " Non Jurisprudential Justifications For Donor Disclosure."

<https://www.cato.org/publications/policy-analysis/staring-sun-inquiry-compulsory-campaign-finance-donor-disclosure-laws>

\*Brennan Center, “Components of an Effective Coordination Law,” 2018.

<https://www.brennancenter.org/sites/default/files/stock/2018_10_MiPToolkit_CoordinationLaw.pdf>

Feb. 20. Guest Speaker TBA

**Feb. 22: First Exam**

**Note: There will be no section meetings this week.**

**Feb. 25-Mar. 5: Spring Break**

**Module 3: Global Poverty**

**Professor Dean Yang**

**Professor of Public Policy and Economics**

Mar. 6-15

We will consider the challenge posed by massive and persistent world poverty. We will begin with one class providing a global overview of the inequalities in wealth and well-being across countries on the planet today and discuss how these inequalities emerged since the Industrial Revolution. We will then spend each of the next three classes considering three prominent approaches to improving the well-being of poor households in developing countries: technology, microfinance, and international migration.

**Session 1 - March 6: : Introduction**

\*Radelet, Steven, *The Great Surge:* *The Ascent of the Developing World*, Simon and Schuster, 2015. Chapters 1 and 2. (Other chapters optional.)

(Chapter 2 available at: <https://books.google.com/books?id=d5zdCgAAQBAJ&printsec=frontcover#v=onepage&q&f=false>) (Note: Do not worry that some pages and graphs are missing.)

Optional: Banerjee, Abhijit and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Public Affairs, 2011.

**Session 2 -- March 8: Technology**

\*Gollin, Douglas, Casper Worm Hansen, and Asger Mose Wingender, *When Agriculture Drives Development: Lessons from the Green Revolution*, VoxEU, March 20, 2021. <https://voxeu.org/article/when-agriculture-drives-development>

\*Carter, Michael, Rachid Laajaj, and Dean Yang, *Temporary Agricultural Input Subsidies Have Lasting Impacts: The Mozambique Experiment*, VoxDev, October 21, 2019. <https://voxdev.org/topic/agriculture/temporary-agricultural-input-subsidies-have-lasting-impacts-mozambique-experiment>

Optional: Carter, Michael, Rachid Laajaj, and Dean Yang, *Subsidies and the African Green Revolution: Direct Effects and Social Network Spillovers of Randomized Input Subsidies in Mozambique*, American Economic Journal: Applied Economics, Vol. 12, No. 2, April 2021, pages 206-229. [Subsidies and the African Green Revolution: Direct Effects and Social Network Spillovers of Randomized Input Subsidies in Mozambique (nber.org)](https://www.nber.org/system/files/working_papers/w26208/w26208.pdf)

Optional: Gollin, Douglas, Casper Worm Hansen, and Asger Mose Wingender, *Two Blades of Grass: The Impact of the Green Revolution*, Journal of Political Economy*, Vol. 129, No. 8, August 2021.* [*Two Blades of Grass: The Impact of the Green Revolution (nber.org)*](https://www.nber.org/system/files/working_papers/w24744/w24744.pdf)

**Session 3 -- March 13: Microfinance**

\*Wykstra, Stephanie, *Microcredit was a Hugely Hyped Solution to Global Poverty. What Happened?*, Vox, January 15, 2019. <https://www.vox.com/future-perfect/2019/1/15/18182167/microcredit-microfinance-poverty-grameen-bank-yunus>

\*Jameel, Abdul Latif, *Where Credit is Due,*  J-PAL Policy Bulletin Poverty Action Lab, February 2015. <https://www.povertyactionlab.org/publication/where-credit-due>

Optional: Banerjee, Abhijit, Dean Karlan, and Jonathan Zinman, *Six Randomized Evaluations of Microcredit: Introduction and Further Steps*. American Economic Journal: Applied Economics 2015 7 (1): pages 1–21. [pubs.aeaweb.org/doi/pdfplus/10.1257/app.20140287 (mit.edu)](https://economics.mit.edu/sites/default/files/publications/Six%20Randomized%20Evaluations%20of%20Microcredit.pdf)

**Session 4 -- March 15: International Migration**

\*Yang, Dean, *International Migration and Remittances*, in James D. Wright, ed., *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol. 12, Oxford: Elsevier, 2015, pages 519–524. [Microsoft Word - yang - international migration and remittances - iesbs - 2013 - 1101 (umich.edu)](https://sites.lsa.umich.edu/deanyang/wp-content/uploads/sites/205/2015/04/yang-international-migration-and-remittances-iesbs-2013-1101.pdf)

\*Khanna, Gaurav, Dean Yang, and Caroline Theoharides, *Beyond Remittances: How Migrant Wages Help Communities Back Home*, Center for Global Development Blog, November 24, 2020. <https://www.cgdev.org/blog/beyond-remittances-how-migrant-wages-help-communities-back-home>

Optional: Yang, Dean, *Migrant Remittances*, Journal of Economic Perspectives, Vol. 25, No. 3, Summer 2011, pages 129-152. [Migrant Remittances (umich.edu)](https://sites.lsa.umich.edu/deanyang/wp-content/uploads/sites/205/2014/12/yang_2011_jep.25.3.pdf)

Optional: Yang, Dean, *International Migration, Remittances, and Household Investment: Evidence from Philippine Migrants’ Exchange Rate Shocks*, Economic Journal, Vol. 118, April 2008, pages 591-630.[ecoj\_2134 591..630 (umich.edu)](https://sites.lsa.umich.edu/deanyang/wp-content/uploads/sites/205/2014/12/yang_migshock-1.pdf)

**Module 4: Race, Gender, and Employment Policy**

**Professor Fabiana Silva**

**Assistant Professor of Public Policy**

March 20-29

Almost 60 years after the passage of Title VII of the Civil Rights Act, significant gender and ethno-racial disparities in the U.S. labor market remain. This module will begin by providing a brief overview of gender and ethnoracial inequality in the labor market. Then, we will discuss three common explanations of labor market inequalities: discrimination, occupational sex segregation, and men and women’s unequal childcare responsibilities. We will closely examine organization efforts and public policies intended to mitigate these inequalities, including Title VII of the Civil Rights Act, “ban the box,” and paid family leave. We will discuss the motivation for these policies, their advantages, limitations, and (if relevant) their unintended consequences.

**Session 1 – March 20: Overview of gender and ethnoracial inequalities and introduction to discrimination**

* Pager, Devah, Bart Bonikowski, and Bruce Western. 2009. "Discrimination in a low-wage labor market: A field experiment." *American Sociological Review*74(5): 777-799. [74501-Condron.q41 (harvard.edu)](https://scholar.harvard.edu/files/bonikowski/files/pager-western-bonikowski-discrimination-in-a-low-wage-labor-market.pdf)

**Session 2 -- March 22: Statistical Discrimination, Institutional Discrimination, and “Ban the Box”**

* Blau, Francine D. and Anne E. Winkler. 2018. *The Economics of Women, Men, and Work 8th* Oxford University Press. Chapter 11 (Statistical Discrimination, pp. 312-314 only). Note: While this chapter focuses exclusively on statistical discrimination based on gender, the theory also applies to ethnoracial discrimination.
* Doleac, Jennifer and Amanda Agan. 2017. “The effects of ‘ban the box’ on the employment of black men” *Econofact*. <https://econofact.org/the-effects-of-ban-the-box-on-the-employment-of-black-men>
* Stacy, Christina and Mychal Cohen. 2017. “Ban the Box and Racial Discrimination.” *Urban Institute.* (pp.**7-22 only)** <https://www.urban.org/sites/default/files/publication/88366/ban_the_box_and_racial_discrimination.pdf>

**Session 3 – March 27: Occupational sex segregation**

* Miller, Claire Cain and Ruth Fremson. "Forget about Stigma'" Male Nurses Explain Why Nursing is a Job for the Future of Men." *New York Times* June 4, 2018: <https://www.nytimes.com/interactive/2018/01/04/upshot/male-nurses.html>
* Levanon, Asaf, and David B. Grusky. 2018. "Why is there still so much gender segregation?" in *Inequality in the 21st Century*, edited by David B. Grusky and Jasmine Hill. 370-379.

\* Charles, Maria. "What gender is science?." Contexts 10, no. 2 (2011): 22-28.

<https://contexts.org/articles/what-gender-is-science/>

Recommended: Wong, Yan Ling Anne, and Maria Charles. 2020. "Gender and occupational segregation." pp. 305-325 in Companion to Women's and Gender Studies.

**Session 4 – March 29: Paid Family Leave**

* Brighouse, Harry, and Erik Olin Wright. 2008. "Strong gender egalitarianism." *Politics & Society*36(3): 360-372.

 \* AEI – Brookings Working Group. 2017. “Paid Family and Medical Leave.” **[pp. 3-23]**<https://www.brookings.edu/wp-content/uploads/2017/06/es_20170606_paidfamilyleave.pdf>

**Module 5: Imperiled Democracy (Hall) [Note: Preliminary reading list.]**

April 3-12

Policy development is inherently political. We care both about the substance of a policy – what values it promotes and how well it promotes them -- and the process by which it gets adopted. Over the past 30-some years, the country has become increasingly polarized about the first. Ideological, religious, cultural, and partisan divisions have made elected officials more extreme and policymaking exceedingly difficult, sometimes paralyzing. More importantly, those divisions have weakened democratic institutions and the norms that support them in ways that few students of American politics could have imagined only five or six years ago. The potential unraveling of democracy, in my view, is the single most important problem of our time. Whatever policy you care about would be affected by it. The goal of this module is to examine the danger the U.S. faces with an eye to authoritarian movements in other countries. We need to understand it in order to diminish it. Political reforms – new policies to protect democratic politics – are no panacea, but they can help.

**Session 1 -- April 3:**

Lee Drutman, “How Hatred Came To Dominate American Politics,” *FiveThirtyEight*, Oct. 5, 2020.

<https://fivethirtyeight.com/features/how-hatred-negative-partisanship-came-to-dominate-american-politics/>

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, 2018, Chs. 1-3:

**Session 2 -- April 5:**

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, 2018, Chs. 4-6:

[**Note**: April 7: Policy Memo due 5:00 p.m.]

**Session 3 -- April 10:**

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, 2018, Chs. 7-8

**Session 4 -- April 12:**

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, 2018, Ch. 9

**Session 5 – April 17:** Catch-up and Conclusion

**April. 24: Second Exam: 1:30 pm - 2:50 p.m. (1120 Weill Hall)**

 **(Covers only the material since the midterm.)**